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ABSTRACT

Incorporating social studies, science, reading, writing, and the arts, this project encourages students in the elementary and junior high grades to create models of research and create the particular elements of the country through arts, crafts, foods, and dress. If the whole school participates and creates many different foreign lands, students begin to understand what it would be like to travel to a foreign country. Benefits of this program include providing students with a better understanding and knowledge of different cultures through the interaction that takes place. Concluding this guide are recipes for modeling dough and clays and a sample passport application for students to fill out. (JAG)

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Teaching Real Adventures Visiting Earth's Lands

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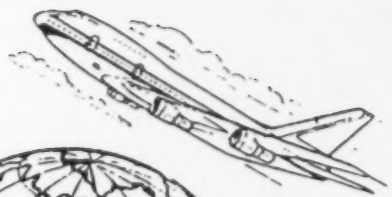

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T.R.A.V.E.L.

Realizing that effective learning comes from hands-on, experiential activities, T.R.A.V.E.L. (Teaching Real Adventures Visiting Earth's Lands) metamorphoses a classroom into a 'living' model of another country through a myriad of student activities.

PARTICIPANTS

This program was designed for the fifth grade but could readily be adapted by any homeroom or classroom, K-8; grade level team; or as a school-wide festival. It is a highly motivational and fully integrated project, appropriate for all ages and levels of abilities and talents.

Marilyn Speckmann and Jeanne Main have been the fifth grade "team" at Jefferson Village School for seven years, working closely together on all aspects of the curriculum. T.R.A.V.E.L. is an integral part of the school-wide "International Festival" held every two years.

PURPOSES/GOALS/OBJECTIVES

T.R.A.V.E.L. creates student excitement and interest in the learning process; generates curiosity and appreciation of other

cultures and environments; develops understanding and increases knowledge of the world; offers opportunities to practice and reinforce research skills; encourages cooperative learning and problem solving behaviors; and fosters positive self esteem.

PROCEDURES

After choosing a country to study, the class webs on newsprint all aspects which the students want to know about that country, filling in facts later as each is found. Students choose or are assigned various areas to research in cooperative groups, pairs, or as individuals, utilizing resources from the classroom, school library, state and other libraries. Also, travelers from the community may be willing to share slides and artifacts with the classes. After information gathering, students brainstorm how they will present their information and begin gathering materials and supplies necessary. These may include the usual art supplies generally available plus papier-mache, cardboard, clay, cloth, chicken wire. Students are enthusiastic and share lots of ideas to create this class project, building on each other's creativity.

Divide the room into the main geographic regions of the country to allow students to plan and develop their display areas. For example, in the study of Ecuador, a rocky island shore was built by a bookshelf with various large iguanas,

tortoises, and birds made out of large two sided paper forms stuffed with newspaper to represent the Galapagos Islands. The Oriente (Amazonia) had a rainforest with trees of various heights made from cardboard centers of rug rolls. Many real and constructed plants covered the forest floor or clung to tree branches. Student-made animals lurked among the trees. The Andes Mountains and the snow capped Cotopaxi volcano were stacked desks covered with paper separating the coast from the Oriente.

There are almost limitless ways to represent each country. Enthusiastic students expand on their classmates' ideas. Other basic projects: a flag of paper or cloth; salt and flour map showing topography, political locations, and resources/products; alphabet book (A is for the Andes) highlighting major aspects; models of famous landmarks; background murals; handcraft models (in Greece, worry beads, lemon grove, and Olympic medals). An example of a traditional home may be built using large paper over desks or wooden frames. Recipes are gathered and costumes which suggest the traditional clothing are put together. Travel brochures use computers and art skills. A classroom newspaper reports on historical or political news. Folk tales are read and displayed in a shadow box.

If more than one classroom is involved, a hallway lined with the various flags sets the stage. A large wall map displaying pictures of each highlighted country with basic facts such as

area, population, literacy rate, average annual income, etc. and travel posters generate interest and entice passersby to visit each destination.

If you are fortunate enough to still have art, music, and gym professionals, these resources add folk dancing, music, instruments, games, and typical fine and folk art.

Because our whole school is involved, passports are issued and classes 'travel' to all the countries during 'International Week'. On a designated day, students from other classes visit the countries, have their passports checked and stamped, see the displays and hear the students' presentations. Cafeteria workers cooperate by focusing on ethnic foods on different days. Folk dancing and music add to the celebration.

TIME

Since this study unit is interdisciplinary, incorporating social studies, science, reading, writing, and the arts, as much or as little time can be devoted to it as a teacher wishes. A daily time block or several periods a week over two to four weeks can result in an exciting culminating 'trip'.

RESOURCES

The resources and materials are those which are usually available in schools. Using the interlibrary loan system adds

to local sources and should be requested far enough in advance of the project to be available when needed. Other materials are 'scrounged' from the community. Expenses are negligible.

CONCLUSION

T.R.A.V.E.L. is an exciting, if sometimes confusing and noisy, active, learning experience. Students become deeply involved and motivated to find out all they can about their chosen country and to share that knowledge with their classmates, the rest of the school, and the community. There is the whole class feeling of creating something interesting for other classes to visit. The confidence and knowledge of students are obvious as they demonstrate and explain their areas of expertise to the visitors. T.R.A.V.E.L. is appropriate for all ages and levels of ability and costs virtually nothing in money. An investment of time and energy results in many positive outcomes and benefits: increased academic knowledge, skills, and understanding; interpersonal interactions and independence; and improved self esteem as all students find something they can do. An important by-product is positive public relations as the community sees the accomplishments!

RECIPES

1. SALT DOUGH

2 C. flour
1 C. salt
1 Tbl. alum
2 C. hot water
1 tsp. cooking oil
food coloring for different batches of dough

Mix first 4 ingredients together. Cool slightly. Add oil and knead to make a dough-like consistency. Divide and dye. Form into project. The dough will harden in a couple of days.

2. NON-HARDENING RED CLAY

2 C. flour
1/2 C. salt
4 Tbl. salad oil
8 Tbl. water
few drops of red food coloring

Mix all the ingredients in a large bowl and knead to a clay-like consistency.

3. BAKER'S CLAY

1 C. salt

1 1/4 C. warm water

4 C. flour

Place the salt in a bowl. Add the water and stir. Slowly add the flour and knead the mixture for 10 minutes. After model is complete, bake at 325' for 1 hour.

PASSPORT APPLICATION

I, _____
(FIRST NAME) (MIDDLE NAME) (LAST NAME),

A CITIZEN OF THE UNITED STATES, DO HEREBY APPLY TO THE DEPARTMENT OF STATE FOR A PASSPORT.

☐ MALE ☐ FEMALE	BIRTHPLACE	BIRTH DATE MONTH / DAY / YEAR
HEIGHT ___ FT. ___ IN.	COLOR OF HAIR	COLOR OF EYES	SOCIAL SECURITY NO.
STREET ADDRESS	CITY	STATE	ZIP CODE

I SOLEMNLY SWEAR THAT THE INFORMATION GIVEN ABOVE IS TRUE AND THE PICTURE IS A LIKENESS OF ME.

_____ SIGNED

_____ 19 DATE

_____ PASSPORT AGENT (TEACHER)

TRAVEL PLANS

PURPOSE OF YOUR TRIP	MEANS OF TRANSPORTATION ☐ SHIP ☐ AIR ☐ OTHER
LENGTH OF STAY	HAVE YOU TRAVELED ABROAD PREVIOUSLY? ☐ YES ☐ NO
DO YOU EXPECT TO TAKE ANOTHER TRIP? ☐ YES ☐ NO	COUNTRIES TO BE VISITED:

PICTURE OF APPLICANT

PASSPORT

HOME
SWEET
HOME

Cut apart, assemble and fill in the needed information.

PICTURE

NAME _____

STREET _____

CITY, STATE _____

Height _____ Weight _____ Eye Color _____

Hair Color _____ Age _____

Agent • Tour Guide _____

DATE _____

COUNTRY _____

DATE ENTERED _____

DATE DEPARTED _____

GRADE